

**PARAPHRASING STRATEGIES IN HIGHER EDUCATION**

**BY**

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**ANTASARI STATE ISLAMIC UNIVERSITY**

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**by**

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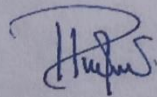
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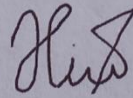
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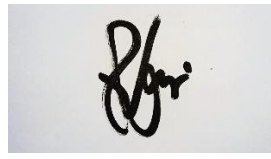

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### STATEMENT OF AUTHENTICITY

I, the undersigned, Mariani, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

Mariani, 2021, *Paraphrasing Strategies in Higher Education*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Puji Sri Rahayu, MA. (II) Hidayah Nor, S. Pd, M.Pd.

**Keywords:** Student, Paraphrase Identification, Paraphrasing Strategy

This study was aimed to analyze university students' paraphrasing seen from paraphrase identifications and its strategies. This study used descriptive qualitative approach by doing content analysis. Data were collected from 52 students' writing of the sixth semester students majoring in English at Universitas Islam Negeri (UIN) Antasari Banjarmasin in academic year 2020 who enrolled English for Academic Purposes subject through documentation of Introduction section in their brief of thesis proposals. The data were analyzed using Miles and Huberman's procedures that consists of three main components: data reduction, data display, and conclusion drawing and verification. The findings of this study indicated that the students considered to use minimal revision as the highest frequency with the percentage 50%, followed by moderate revision with percentage 38%, and the last were near copy and substantial revision with the same percentage 6%. Meanwhile, from ten strategies of paraphrasing that proposed by the researcher showed that only eight strategies in paraphrasing, they are; using synonyms as the highest frequency 87.50%, followed by omitting any unnecessary with 75%, then changing word order with the percentage 25%, next followed by changing parts of speech with the percentage at 18.75%, followed by using varied structure and expanding phrase for clarity with the same percentage at 12.50%. The last followed by separating long sentences and combining sentences with the same percentage at 6.25%. Meanwhile, there were no found changing active to passive and changing positive into negative.

## ABSTRAK

Mariani, 2021, *Paraphrasing Strategies in Higher Education*. Thesis. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Puji Sri Rahayu, MA. (II) Hidayah Nor, S. Pd, M.Pd.

**Kata Kunci:** Mahasiswa, Identifikasi Parafrase, Strategi Parafrase

Penelitian ini bertujuan untuk menganalisis parafrase mahasiswa yang dilihat dari identifikasi parafrase dan strateginya. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melakukan analisis isi. Data di kumpulkan dari 52 tulisan mahasiswa semester 6 jurusan bahasa Inggris di Universitas Islam Negeri Antasari Banjarmasin yang mengambil mata kuliah *English for Academic Purposes* tahun ajaran 2020 melalui dokumentasi bagian Pendahuluan dari ringkasan proposal skripsi mereka. Analisis data ini menggunakan prosedur *Miles & Huberman* yang terdiri dari 3 komponen; *data reduction*, *data display*, dan *conclusion drawing* dan *verification*. Temuan penelitian ini menunjukkan *minimal revision* sebagai frekuensi tertinggi dengan persentase 50%, diikuti oleh *moderate revision* dengan persentase 38%, dan yang terakhir *substantial revision* dan *near copy* dengan persentase 6%. Sementara itu dari 10 strategi yang di usulkan peneliti menunjukkan bahwa hanya 8 strategi yang digunakan mahasiswa dalam memparafrase, yaitu; *using synonym* (penggunaan persamaan arti) sebagai frekuensi tertinggi 87.50%, diikuti dengan *omitting any unnecessary* (penghapusan kata yang tidak perlu) dengan persentase 75%, kemudian *changing word order* (perubahan urutan kata) dengan persentase 25%, selanjutnya dilanjutkan *changing parts of speech* (perubahan jenis kata) dengan 18.75%, diikuti dengan *using varied structure* (penggunaan variasi struktur) dan *expanding phrase for clarity* (ungkapan perluasan untuk kejelasan) dengan persentase yang sama yaitu 12.50%, dan yang terakhir dilanjutkan dengan *separating long sentences* (memisahkan kalimat panjang) dan *combining sentences* (penggabungan kalimat) dengan persentase yang sama yaitu 6.25%. Sementara itu, tidak di temukan *changing active to passive* (perubahan aktif menjadi pasif) dan *changing positive into negative* (perubahan positif menjadi negatif).



**MOTTO**

**Thinking Hard, Working Hard, and Praying Hard.**

Thinking hard to get the best idea.

Working hard to show the best action.

Praying hard to ask the best result.

**Mariani**

## **DEDICATION**

Thanks to Allah SWT who has given me everything so I can finish this thesis.

I dedicate this thesis for:

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## TABLE OF CONTENTS

<b>COVER</b> .....	
<b>LOGO PAGE</b> .....	i
<b>TITLE PAGE</b> .....	ii
<b>APPROVAL</b> .....	iii
<b>VALIDATION</b> .....	iv
<b>STATEMENT OF AUTHENTICITY</b> .....	v
<b>ABSTRACT</b> .....	vi
<b>ABSTRAK</b> .....	vii
<b>MOTTO</b> .....	viii
<b>DEDICATION</b> .....	ix
<b>ACKNOWLEDGMENT</b> .....	x
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF FIGURES</b> .....	xiv
<b>LIST OF TABLES</b> .....	xv
<b>LIST OF APPENDICES</b> .....	xvi
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of Study .....	1
B. Research Question.....	6
C. Objective of Study .....	6
D. Significance of Study .....	6
E. Definition of Key Terms .....	6
<b>CHAPTER II THEORITICAL REVIEW</b> .....	8
A. Academic Writing .....	8
B. Paraphrasing.....	9
C. Paraphrase Identifications .....	10
D. Criteria for Appropriate Paraphrase .....	15
E. Paraphrasing Strategies .....	18
F. Differences between Quoting, Paraphrasing and Summarizing .....	26

G. Review of Previous Studies .....	28
<b>CHAPTER III RESEARCH METHODS</b> .....	30
A. Research Design .....	30
B. Research Setting.....	31
C. Population and Sample.....	31
D. Data .....	34
E. Technique of Data Collection.....	34
F. Data Analysis .....	35
<b>CHAPTER IV FINDINGS AND DISCUSSIONS</b> .....	39
A. Findings.....	39
1. Students' Paraphrase Identifications.....	39
2. Students' Paraphrasing Strategies .....	65
B. Discussions.....	100
1. Students' Paraphrase Identifications.....	100
2. Students' Paraphrasing Strategies .....	103
<b>CHAPTER V CLOSURE</b> .....	109
A. Conclusions.....	109
B. Suggestions .....	110
<b>REFERENCES</b> .....	111
<b>APPENDICES</b> .....	120
<b>CURRICULUM VITAE</b> .....	160

## LIST OF FIGURES

Figure 1. Percentage of Paraphrase Identifications.....	45
Figure 2. Paraphrasing Strategies Used by the Students .....	63

## LIST OF TABLES

Table 1. Type of Paraphrase Identifications .....	14
Table 2. The Population and Sample .....	34
Table 3. Paraphrase Identification and No Paraphrase .....	41



## **LIST OF APPENDICES**

Appendix I. Translation of Qur'an Verse .....	118
Appendix II. Students' Writing in the Introduction section of Thesis Proposals .....	119
Appendix III. Students' Result in Analyzing the Data .....	149
Appendix IV. Official Letters .....	151
Appendix V. Notes .....	155